DOCUMENT RESUME

ED 345 808 JC 920 292

TITLE	Fostering Institutional Change to Strengthen Transfer: Partnership Grants (Phase II) and Core Curriculum Grants. Projects Funded August 1991.
INSTITUTION	American Council on Education, Washington, DC. National Center for Academic Achievement and Transfer.
SPONS AGENCY	Ford Foundation, New York, N.Y.
PUB DATE	Sep 91
NOTE	9p.
PUB TYPE	Reports - Descriptive (141) -- Collected Works - Serials (022)
JOURNAL CIT	Transfer Working Papers; v2 n6 Sep 1991
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Articulation (Education); Blacks; *College Transfer Students; Community Colleges; *Curriculum Development; Educationally Disadvantaged; Educational Mobility; Grants; Higher Education; Hispanic Americans; *Intercollegiate Cooperation; Program Descriptions; *Transfer Programs; Two Year Colleges; Universities

ABSTRACT

The Partnership Grant Program of the National Center for Academic Achievement and Transfer awards grants to partnerships of two- and four-year institutions to strengthen transfer, especially for low-income, Black, and Hispanic students. It also awards Core Curriculum grants to two-year/four-year partnerships which focus exclusively on curriculum development and require the development or redesign of curricula across at least two disciplines or in interdisciplinary studies. Focusing on institutional change in teaching and learning practices, the grants support faculty collaboration in developing or redesigning curricula and help strengthen ties among faculty and departments across institutions. Strong administrative support and methods designed to monitor the effectiveness of transfer are essential components of both grant programs. In August 1991, the Transfer Center awarded Partnership Grants to Atlanta Metropolitan College and Georgia State University; Pima County Community College District and the University of Arizona; San Jose/Evergreen Community College District and San Jose State University (California); and Del Mar College and Corpus Christi State University (Texas). Core Curriculum grants were awarded to Peralta Community College District, Holy Names College, and San Francisco State University (California); Alamo Community College District and the University of Texas at San Antonio; Houston Community College System and the University of Houston (Texas); and Shelby State Community College and Memphis State University (Tennessee). This "Transfer Working Paper" describes the focus of the planned partnership or curriculum activities for each grant awarded, providing the names and addresses of project directors. (JSP)

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THE NATIONAL CENTER
FOR ACADEMIC ACHIEVEMENT
AND TRANSFER

WORKING PAPERS

VOLUME 2, NUMBER 6
SEPTEMBER 1991

FOSTERING INSTITUTIONAL CHANGE TO STRENGTHEN TRANSFER: PARTNERSHIP GRANTS (PHASE II) AND CORE CURRICULUM GRANTS

PROJECTS FUNDED AUGUST 1991

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Partnership Grants

The Partnership Grant Program of The National Center for Academic Achievement and Transfer provides $25,000 each to partnerships of two- and four-year institutions to strengthen transfer, especially for low-income, black, and Hispanic students. The Grants focus on institutional change in teaching and learning practices. They support faculty collaboration to build new curricula or redesign existing curricula, and to renew ties among academic faculty and departments across institutions. In addition to the essential element of faculty collaboration, grantee institutions provide administrative support for faculty efforts to change academic practice and have committed themselves to evaluating the effectiveness of their efforts through tracking of student cohorts to determine the extent of transfer activity. The Transfer Center has recently awarded four Partnership Grants (Phase II).

❖ **Atlanta Metropolitan College and Georgia State University**

Atlanta Metropolitan College and Georgia State University will focus on enhancing mathematics proficiency through attention to course content and pedagogical practices in mathematics. The institutions will work to ensure similarity between institutions of course material in mathematics and to identify pedagogical practices considered most effective in teaching mathematics at both institutions. An inter-institutional team of faculty members will scrutinize course content and teaching practices in the developmental mathematical sequence and in pre-calculus level mathematics at both institutions. They will review course materials, conduct in-class observations, survey students at the beginning and end of the term, and interview faculty. Georgia State University and Atlanta Metropolitan College intend that this attention to curriculum and pedagogy increase the number of students at Atlanta Metropolitan who successfully complete mathematics courses as well as increase the number of students from Atlanta Metropolitan who transfer to Georgia State University and subsequently obtain the baccalaureate. The Partnership will also establish a Transfer Council comprised of key academic administrators and faculty from both institutions. The Council will oversee the project as well as identify other areas for future faculty cooperation.

Georgia State University is a comprehensive, commuter university with an enrollment of more than 23,000 students located in the city of Atlanta. A predominantly black institution, Atlanta Metropolitan College, is also located in the city. Both schools are part of the University System of Georgia.

Project Codirectors:
Dr. Joanne R. Nurss, Director, Center for the Study of Adult Literacy, Georgia State University, (404) 651-2405
Dr. Barbara Morgan, Chairperson, Division of Mathematics and Science, Atlanta Metropolitan College, (404) 756-4028

❖ **Pima County Community College District and The University of Arizona**

Pima Community College and The University of Arizona will focus on overcoming barriers to transfer through changes in curriculum and course scheduling, strengthening the faculty-student relationship, and undertaking faculty development activities that support these efforts. Fifty minority students who have earned 24 credits and who have completed developmental courses, including writing, mathematics, and English as a Second Language (ESL) with a cumulative grade-point average of 2.5 or higher will be targeted. The University and Pima Community College will block schedule these students in liberal arts courses. The courses will be taught by teams of faculty from the two institutions. The faculty members will also serve as academic and social mentors for the students. Students in the project will receive tutoring services. They will also enroll in a course that provides information to ease transfer to The University of Arizona. The faculty development efforts undertaken during the grant period

will emphasize the faculty-student relationship and the involvement of faculty mentors with students. The partnership has identified three goals:

- To create faculty development activities across the curriculum for implementing changes that would enhance transfer opportunities for minority students.
- To increase the academic achievement in English, mathematics, and humanities of transferring minority students in the traditional liberal arts by increasing the interaction of students with faculty mentors.
- To create a culturally-sensitive academic environment for minority students.

The University of Arizona and Pima Community College are publicly-supported institutions serving the city of Tucson, AZ.

Project Codirectors:
Mr. David W. Padgett, Articulation Director, Pima County Community College District, (602) 884-6903
Ms. Erlinda T. Medina, Director, Center for Transfer Students, The University of Arizona, (602) 621-8333

❖ **San Jose City College/Evergreen Valley College (San Jose/Evergreen Community College District) and San Jose State University**

This project focuses on academic faculty from San Jose City College and Evergreen Valley College (San Jose/Evergreen Valley Community College District) working with San Jose State University. It calls for intensive curriculum reassessment and restructuring to strengthen the writing and mathematics skills of transfer students. Faculty will attempt to develop inter-institutional agreements about appropriate exit standards for English and mathematics. They will assess the performance of community college transfer students in English and mathematics and develop a new follow-up of transfer students through baccalaureate completion and explore mechanisms for expansion to courses in the California Transfer Curriculum. This will involve faculty symposia in the areas of English and mathematics, a review of student data provided by transfer institutions, redesign of community college coursework and student tracking.

This proposal has four goals:

- Develop and implement agreed-upon exit standards for English and mathematics to enable black, Hispanic, and low-income community college transfers to meet university competency standards.
- Assess the performance of community college transfer students, specifically in the areas of English and mathematics, community college exit standards, and the university's junior competency standards.
- Develop a student follow-up component for the project to track black, Hispanic, and low-income students through transfer and baccalaureate degree completion.

- Develop mechanisms for expansion to courses in the new Intersegmental General Education Transfer Curriculum based on experience from the project.

Eighty percent of all transfer students at San Jose State University have attended either San Jose City College or Evergreen Valley College. The Grant, focusing on low-income, black and Hispanic students, should result in increasing the numbers of these students who move from the community college district to the state university.

Project Codirectors:
Dr. Cynthia Margolin, Associate Dean of Undergraduate Studies/Curriculum, San Jose State University, (408) 277-2231
Dr. Martha Kanter, Dean of Instruction, San Jose City College, (408) 288-3792
Dr. Kenneth Fawson, Provost, Evergreen Valley College, (408) 274-7999, x6821

❖ **Del Mar College and Corpus Christi State University**

Del Mar College and Corpus Christi State University are placing primary emphasis on faculty collaboration. The Partnership is seeking to strengthen transfer through the development of linked courses at the sophomore and junior level in which students will concurrently enroll. This will involve faculty through several disciplines. A faculty effort to share the teaching responsibility for these courses will be undertaken as well. Four pairs of faculty from Del Mar College and Corpus Christi State University will design new courses or modify existing courses for this purpose. The linked courses will be team taught. Objectives include:

- Creating the perception among the community college students that they will be comfortable at Corpus Christi State University and can succeed at the upper-level institution.
- Increasing the enrollment of former community college students at Corpus Christi State University.
- Increasing the number of community college students who continue to work toward the Bachelor's degree at any upper-level institution.

Del Mar College is a two-campus institute that serves more than 20,000 students in credit and noncredit courses. Corpus Christi State University is an upper-division campus of the Texas A&M University System. It will become a four-year university in 1994.

Project Codirectors:
Dr. Paul L. Hain, Dean, College of Arts and Humanities, Corpus Christi State University, (512) 994-2659
Dr. Everett Powell, Dean, Arts and Sciences, Del Mar College, (512) 886-1218

Core Curriculum Grants

The Core Curriculum Grants of The National Center for Academic Achievement and Transfer provide $200,000 each to two-year/four-year partnerships focused exclusively on curriculum development to strengthen transfer, especially for low-income, black, and Hispanic students seeking to move from a community college to a four-year institution. The Grants require the development of new curricula or redesign of existing curricula across at least two disciplines or in interdisciplinary studies. As with the Partnership Grants, commitment to faculty collaboration, strong administrative support, and monitoring the effectiveness of transfer is essential. The Transfer Center has recently awarded four Core Curriculum Grants.

❖ **Laney College/Merritt College (Peralta Community College District) and Holy Names College/San Francisco State University**

The Bay Area Partnership Transfer/Education Consortium for Underrepresented Minorities (BAPTECUM) will develop transferrable core curriculum courses in physical sciences, calculus, biology, critical thinking, and cultural, ethical, and social diversity and its role in the sciences. The Faculty Curriculum Task Force will meet to standardize and integrate the core courses in all the colleges. The courses, either disciplinary or cross-disciplinary, will be team-taught. Efforts to standardize course expectations and outcomes through the sharing of placement examinations and their results will also be undertaken. Attention will be paid to counseling and recruitment through existing transfer opportunity courses.

The Bay Area Partnership seeks to design model strategies for inter-institutional collaboration to produce a shared core curriculum and produce permanent change in the rate of transfer of community college students to four-year schools. Student-centered learning techniques, study group facilitators, and student tutors will especially focus on low-income, black, and Hispanic students. An ongoing structure for faculty collaboration on shared core curriculum design, delivery, and evaluation will be established.

Project Codirectors:
Dr. Wise E. Allen, Vice Chancellor, Educational Services, Peralta Community College District, (510) 466-7200
Dr. Don L. Murphy, Assistant Professor of Chemistry, Holy Names College, (510) 436-1525

❖ **Palo Alto College/St. Philip's College/San Antonio College (Alamo Community College District) and The University of Texas at San Antonio**

The proposed program is intended to create a new core curriculum at each of the four institutions in the project. It expands The University of Texas at San Antonio's (UTSA) existing partnership with San Antonio College (SAC) in developing UTSA's Interdisciplinary Studies (IDS) degree program (an innovative program for students wishing to be certified in elementary

education). The expansion includes the involvement of the other two San Antonio community colleges (St. Philip's College and Palo Alto College) in the program. The interdisciplinary courses involve four overlapping "dimensions": science, mathematics, technology, and logic; culture, society, and ethics; language, literature, and art; and interdisciplinary studies. In addition to collaborative development of the courses, they will be team-taught.

The four institutions seek to develop a core curriculum that helps students to develop the verbal, numerical, and visual skills necessary to analyze and synthesize information, construct arguments, and identify and solve problems. The curriculum development will attempt to combine a broad understanding of Western and non-Western cultures and cultural pluralism in modern society, general knowledge of the methods and histories of the natural and social sciences and of the relationship of science and society to technology, of the history and criticism of one or more of the fine arts, and of recent developments in modern thought. Students will be expected to have general knowledge of the fundamentals of geography, mathematics and allied disciplines, and various approaches to moral thinking. A strong background in foreign languages is, in addition, essential to participation in an increasingly integrated world.

Project Director:
Dr. Woodruff D. Smith, Professor of History, Division of Behavioral and Cultural Sciences, The University of Texas at San Antonio, (512) 691-5719

❖ **Houston Community Colleges System and the University of Houston**

The University of Houston and the Houston Community Colleges System propose to create three new core curriculum courses. A course will be developed in one of each of the following disciplines: English, history, and mathematics. Developed by joint discipline teams, these courses will focus on achieving a common level of competency at both institutions which will affect the long-term learning outcomes of students. Their objective is to improve teaching and learning, while providing feedback on the conditions under which the targeted student populations learn most effectively. The project will develop tracking mechanisms at both institutions to monitor the academic achievement and success of these students. Grant efforts are intended to accommodate the following goals:

- To create equivalent courses at Houston Community College and the University of Houston which achieve a common level of competency and affect the long-term learning outcomes of the students at these institutions.
- To have these courses be included as part of the core curriculum at both institutions.
- To meet the needs of a changing student population through the creation of these courses, recognizing cultural differences within the student bodies of both institutions.
- To create a partnership that will develop a working relationship between the faculty of both institutions. The faculty will agree upon common course

criteria and levels of achievement for students at both institutions. They will maintain high standards while recognizing the needs and focus of minority learners and their learning styles.

- To have discipline partnerships which focus on teaching and learning and develop instructional strategies appropriate to the target student population.
- To create an atmosphere at both institutions which emphasizes collaborative learning.
- To develop tracking mechanisms at both institutions which will monitor the academic achievement and success of minority students.

Project Codirectors:

Ms. Carol Brown, Chair, History Department, Houston Community Colleges System, (713) 661-4589

Ms. Susan Zweig, Assistant Director for School and College Relations, University of Houston, (713) 749-2321

❖ **Shelby State Community College and Memphis State University**

Shelby State Community College and Memphis State University will bring together faculty and administrators from the two institutions to develop a curricular bridge in order that more Shelby State graduates transfer to Memphis State, succeed in upper division courses, and receive a Bachelor's degree in a reasonable time. To these ends, grant efforts include:

- The revision and refinement of the existing General Education Core at Shelby State Community College and Memphis State University. A General Education Committee will be formed at Shelby State to develop general education assumptions and goals and to formulate a new core. The Shelby State Committee will work closely with the already established Memphis State General Education Committee to achieve as much commonality as possible.

- The establishment of a General Education Academy composed of faculty members who teach general education courses at Memphis State and Shelby State. These faculty will participate in regular meetings to discuss integrative curricula, pedagogical strategies, grading standards, and student characteristics. An outcome of the collaborative activities will be the revision and/or development of ten general education core courses which will have common course descriptions and common course numbers for each institution.

- The development of a Student Tracking System at Memphis State which will be used to provide regular feedback to administrators and faculty at Shelby State in comparing performance, progression, and completion rates of native vs. transfer students.

Project Director:

Mr. Arch Griffin, Assistant Dean of General and Transfer Studies, Shelby State Community College, (901) 528-6781

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